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ABSTRACT

Eleven projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility of education innovations, are sketched in this booklet of exemplary and innovative school programs in Kentucky. Programs are categorized according to regions, and focus on: regional innovations and services for education; an operational design to facilitate change within a region; early diagnosis of disabilities through in-service training; diagnostic instruction; open non-graded career and environmental programs; environmental and early childhood education; curriculum and staff development and supplementary educational services; application of computer concepts for elementary and secondary schools; year-round school; success for the handicapped (homebound) pupils and model resource room for mentally handicapped pupils; and a statewide facilitator project. Added emphasis is said to have been placed upon evaluation, dissemination of public information and program development, adoption of exemplary programs, and both money and program accountability. Two ESEA Title III funded projects in Kentucky's Region II and III have been validated as being worthy of widespread dissemination. (Author/AM)

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KENTUCKY DEPARTMENT OF EDUCATION

Dr. Lyman T. Clapp

Frankfort

40301

ESEA TITLE III IN KENTUCKY

Kentucky's Title III program under the U.S. Elementary and Secondary Education Act (ESEA) has achieved significant progress, report authorities who have studied and evaluated it.

The program is designed to foster creativity in education through innovative and exemplary school projects. Solutions are sought to educational problems, based on assessed local, state and national needs.

In Kentucky, most of the program is operated under the Regional Concept. The Kentucky Department of Education administers this phase with Dr. Lyman V. Girger, State Superintendent of Public Instruction, responsible as the State's chief school officer.

The ESEA Title III State Advisory Council, consisting of 13 voting members, plays a key role under the State Administrative Plan. As required by law, the Council is broadly representative of the state's resources, culture and public, with all eight Kentucky Title III regions represented.

The State Title III Division is directed by Richard L. Winebarger. The Division is a part of the Bureau of Instruction headed by Don C. Bale, an assistant superintendent of public instruction. Close liaison is maintained with other bureau and departmental agencies.

Under the federal law, local school districts are eligible to apply for grants provided they meet requirements. However, the Kentucky Department of Education encourages continuation of the Regional Application-Operation Concept established early in the program and endorsed by the ESEA Title III State Advisory Council, headed by Dr. Mitchell Davis, Glasgow.

Under this concept, each of Kentucky's eight regions has an administrative organization including a board of directors. A local school district serves as the official applicant agency and board of record for each regional project and its fiscal affairs. Each project is headed by a director.

The U.S. Office of Education allots a minor portion of the program grant funds under Section 306 of the ESEA Title III law with the State serving in an advisory role in this phase.

A portion of the Guidance, Counseling and Testing Program, formerly financed under Title V-A of the National Defense Education Act, continues to be funded under ESEA Title III this fiscal year.

Added emphasis is being placed upon evaluation, dissemination of public information and program development, the encouragement of adoption or adaption of innovations and exemplary programs found worthwhile, and accountability, both money-wise and program-wise.

Administrative objectives include getting more representatives of universities and colleges, particularly those concerned with teacher education, and other educational and civic leaders, involved in the innovative-exemplary program.

Kentucky participated in the 1973 national effort to validate projects as being worthy of widespread dissemination for adaption and/or adoption elsewhere. The state's Region II Re-Ed School project for emotionally disturbed children, was selected as one of the nation's top 12 which made presentations and had exhibits at Ed/Fair '73, a national education conference, in Washington, D.C. Another, Region II's Comprehensive Curriculum and Staff Development project was included among the 107 chosen from the thousands throughout the nation as worthy of national dissemination.

Evaluations and administrators' observations have confirmed a continuing marked increase in cooperation within and among Kentucky's eight regions; the spread of new programs into more schools; local educational agencies financing more programs - an aim of ESEA Title III when federal funds no longer are available; a healthier climate for change, and the recognition that groups, working in concert, can achieve objectives which a single agency could not.

Thumbnail sketches of the projects operating in Kentucky in the fiscal year 1975 are contained in this booklet. We hope it will stir or increase your interest in Kentucky's ESEA Title III program. There are many facets of the program and various projects. Only the highlights could be touched

upon briefly in this publication. We request that you contact the State ESEA Title III Division (Phone 502/564-4368) or the project directors if you desire additional information.

This material was published under a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the contents do not necessarily reflect the position or policy of the USOE, and no official endorsement by the USOE should be inferred.

The booklet is a publication of the Kentucky ESEA Title III Division, Bureau of Instruction, State Department of Education, Frankfort, Kentucky, 40601, Malcolm Patterson, editor.

ESEA TITLE III STATE ADVISORY COUNCIL

Voting members of the Council are Dr. Mitchell Davis, Glasgow, Chairman; Dr. Donald Hunter, Murray, Vice Chairman; Mr. Maurice Bement, Lexington; Rev. Alvin Boggs, Pine Mountain; Dr. Emmett D. Burkeen, Bowling Green; Rev. Thomas Casper, Louisville; Dr. Marvin Dodson, Louisville; Mr. Frank Hamilton, Paintsville; Miss Betty Sue Hill, Owensboro; Mrs. Louise Kiser, Somerset; Mr. Louie Mack, Lexington; Dr. Eddie W. Morris, Frankfort, and Mrs. Opal Vincent, Covington.



Dr. Lyman V. Ginger

A former dean of the College of Education at the University of Kentucky, Dr. Ginger was elected State Superintendent of Public Instruction in November, 1971. He began his four-year term in January, 1972. At that time he relinquished his membership on the ESEA Title III State Advisory Council after having served since its inception in 1968.

REGION I

Title of Project: RISE
Regional Innovations and
Services for Education

Project Director: Miss Juanita Jones
Tenth and Clark Streets
Paducah, Kentucky 42001

Phone: (502) 442-6363

Administrative District: Paducah Public Schools
Paducah, Kentucky

Superintendent: Dr. W. David Whitehead

School Districts Served: 27 and nonpublic
schools in the Region

The RISE Project has two components: Region-Wide In-Service and Exemplary Programs.

The Region-Wide In-Service Component offers in-service activities to introduce recent innovations in curriculum and staff development to meet needs of individual schools. These activities are planned and conducted on both region-wide and local district levels.

Consultative help is available from the RISE staff in Interaction Analysis, Self-Enhancing Education, Self-Motivation Seminars, both basic and advanced, Behavioral Objectives, Communication Skills, Transactional Analysis, Education Leadership, and Values Clarification.

There are 14 exemplary programs. One, Prescriptive Reading Inventory, is region-wide in scope. Thirteen are being developed in local districts whose proposals were approved by the RISE Board of Directors.

The Murray Independent School District is developing an on-site Environmental Education Laboratory on the five-acre campus of Murray High School.

Christian County is using a modified audio-lingual approach to foreign language instruction. The study of French and Spanish begins in the fifth and sixth grades with French

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and Hispanoamerican culture. The Saint Cloud Method is being taught in grades 7 through 12.

Paducah City Schools are developing a systematic student evaluation and reporting system, kindergarten through grade 12. Teachers, students, and parents are involved in the study. Piloting of the system was scheduled for 1975 prior to full implementation.

Livingston County Schools are using "The World of Construction" program to involve 9th and 10th grade students in exploring careers in construction which are available as possible livelihoods.

Trigg County Schools are providing continuous in-service to increase teacher competency in diagnosing reading problems and prescribing solutions to them in grades one through five.

A group of eight school districts -- Ballard, Carlisle, Trigg, Hickman and McCracken counties and Mayfield, Murray and Paducah independents -- is developing teaching competencies in individualizing instruction in the communication skills. The first year was devoted to reading and the second to written communication. This year's program emphasizes spoken communications. A team from each district participates in development of diagnostic skills and organization and development of curriculum materials and evaluation devices. The participating teachers share these skills with their respective faculties.

In 25 school districts, 5,259 fourth grade students are participating in the Prescriptive Reading Inventory used as a tool for individualizing reading instruction. Both diagnostic and prescriptive analysis computer printouts are used with each student tested.

Henderson County Schools are individualizing math instruction in grades four through six by using the Prescriptive Mathematics Inventory, a diagnostic and prescriptive test which reveals the math skills a student knows and prescribes where needed help can be found in the student's textbook.

The Union County School System is developing a totally-phased curriculum at Union County High School. This year the faculty is participating in intensive staff development to

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enhance the phased offerings.

The Ballard County District is developing a kindergarten organizational and management system. A final outcome of this program is a handbook on "Ways to Up-Grade the Down-Grader" which will contain specific ideas in organizational patterns that could be useful for all kindergartens.

The Marshall County School System is using special materials and methods with under-achievers in the primary block at Calvert City Elementary School. A master teacher was selected and trained to create an acceptable classroom climate and to motivate students.

The Calloway Middle Schools are developing a unit approach to science curriculum with emphasis on environmental education. Teachers will develop and pilot units of instruction prior to implementation.

The Carlisle County School District is working toward improved instruction for its students based on positive approaches to learning. Teachers are pursuing in-depth training in these areas: (1) positive approaches to classroom behavior -- both teachers and students; (2) success centered curriculum with special emphasis on oral language; (3) diagnostic and prescriptive teaching, and (4) classroom management to better implement the positive approaches and new techniques of teaching.

The Webster County School System is applying the open-space continuous progress learning concept to traditional school buildings. The program is based on the success of the open-space Dixon Elementary School.

REGION II

Title of Project: An Operational Design to Facilitate Change Within A Region

Project Director: Jack Neel
College of Education Bldg.
Western Kentucky University
Bowling Green, Kentucky
42101

Phone: (502) 745-2451

Administrative District: Bowling Green Public Schools
224 E. 12th Street
Bowling Green, Kentucky
42101

Superintendent: Dr. James Graham
224 E. 12th Street
Bowling Green, Kentucky
42101

Board Chairman: Dr. James Hilliard
Superintendent
Owensboro City Schools
Owensboro, Kentucky
42301

School Districts Served: 32

This project is an attempt to establish an operational design to facilitate change within each school district of Title III, ESEA, Region II. The process is composed of four steps to rational problem solving: (1) a decision to do something, (2) an active attempt to define the problem (needs assessment); (3) a search for possible solutions, and (4) an application of one or more potential solutions to see if they satisfy the need determined.

The project is utilizing the concept of involvement within its four components. They are: (1) Local School Activities, as designed by an Educational Program Development (EPD) Team composed of members of the staffs of local schools within the district; (2) Individually Guided Education (IGE), a system for improving instruction at the 10 elementary level by

REGION II

individualizing instruction; (3) Guidance, by looking at the role and impact of guidance programs in the local school systems, and (4) the Resource Service Center, a supporting, energizing nucleus to provide materials and services for the other three components.

The Local School Activities Component (LSAC) functions under these criteria: (1) the involvement of classroom teachers and central office personnel in a manner conducive to interaction, between the two groups, the product being the nucleus of the EPD Team; (2) a chairman, EPD Team manager, who serves as liaison between the team and the Regional Title III Office; and (3) the utilization of this team as a clearinghouse for local school activities. These functions are being welded to form the basis for regional-related school activities.

Individually Guided Education (IGE) is a program developed by the Charles F. Kettering Foundation. Instructional processes represent the heart of IGE. These processes provide appropriate learning programs for each student built on a continuous cycle of finding out where each student is and how he got there (assessment), deciding what he needs to learn next (specifying objectives), selecting the best ways for him to attain those objectives (diversified learning opportunities), and making sure that he meets them (re-assessment).

The Guidance Component functions under this format: (1) the involvement of people in all areas (guidance, administration, teaching, student body, and lay people) in the institution of a Guidance Development Team (GDT) to make all involved aware of the needs and services of school guidance programs; (2) the naming of a chairman, team captain, working as a liaison between the GDT and the regional office; and (3) the development of such programs as befitting a particular, individual school situation. These functions form the nucleus of the Guidance Component.

The Resource Service Center's duties are: (1) to supply the needed reference materials and services for the other components; (2) to form an advisory committee to provide priorities for fulfilling these services; and (3) to provide services to teachers not found elsewhere in this state.

These services act as a catalytic agent for the components and the region as a whole.

REGION III

Title of Project: EDDIT
Early Diagnosis of Disabilities
Through In-Service Training

Project Director: Donald R. Alwes Sr.
EDDIT
1800 Bluegrass Ave.
Louisville, Kentucky 40215

Phone: (502) 368-2951

Administrative District: Jefferson Co. Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

Superintendent: Richard VanHoose

School Districts Served: 9

EDDIT (Early Diagnosis of Disabilities through In-Service Training) serves school personnel of Region III by offering intensive in-service training to assist them in the identification and diagnosis of educational disabilities and the application of appropriate remedial techniques.

It has been found that many teachers think "this child needs a special class" when confronted in their own regular classroom with an educationally handicapped child. Special placement is simply not available for all of these students, as it was estimated in 1970 that only 3.5 percent of the need was being met. Project EDDIT hopes to change the attitude toward disabled children by training teachers to work with these students within their regular classroom setting.

To accomplish this, the EDDIT staff works directly with the teachers. A diagnostic team composed of an educational specialist, a psychologist, a learning disabilities specialist, a reading specialist and a classroom management-emotional disturbance specialist, provides workshops, consultant service, and year-long supportive assistance to workshop participants. Other ancillary services are furnished as requested, including diagnostic testing of pupils.

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School personnel may elect to receive a stipend or released time. State universities have planned workshop units at reduced tuition which is paid by the participants who wish to take the workshops for graduate credit.

In-service sessions are built around the needs of specific groups, designed to present useful techniques for teacher assistance to educationally handicapped children. Consultants in special areas augment the services of the EDDIT staff.

An effectiveness evaluation is completed immediately following the in-service session. Teachers who enroll in EDDIT workshops will evaluate the early diagnosis of disabilities in children as a regular classroom procedure by completing an Attitude Inventory Checklist.

During the year, participating teachers may be evaluated by EDDIT teams through use of an Observational Checklist. This subjective information is used to determine the extent of application of the techniques prescribed during training and in consultative follow-up.

Teachers may also complete a second Observational Checklist on those identified students with whom they have been working. This instrument provides a look at a child's actions as they pertain to self and others.

Standardized achievement tests are administered to those educationally handicapped children who are identified and who remain in regular classrooms. These pre- and post-tests evaluate academic gain in the areas of reading and mathematics.

Evaluation of responsibilities and problems relative to integration of children with special learning problems into a classroom of children with normal learning ability is evidenced by an overall effectiveness report from the classroom teacher. It is EDDIT's objective to determine if these disabled children can benefit educationally and socially from this process of integration, as measured by grade equivalency gains and school attendance.

Region III includes the largest school district in Kentucky and the largest urban district as well as suburban and rural areas. The population that is served 735,832 (23 percent of Kentucky's population). All socio-economic levels are found within the region.

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Dissemination is carried on through mass news media, professional publications, conferences, seminars and visitations.

EDDIT provides in-service training directed toward lowering the number of educationally disabled children segregated into special classes. These special classes need to be maintained for those pupils who cannot function in the regular classroom. At the same time, intensive supportive service must be given those teachers who have integrated special children into their regular classrooms.

Region III includes the county school districts of Bullitt, Jefferson, Oldham, Spencer and Trimble, the independent districts of Anchorage, Eminence and Louisville, and parochial and private schools of the region.

REGION IV - A

Title of Project: Northern Kentucky Laboratory
for Diagnostic Instruction

Project Director: Edward E. Ball
Campbell County Public Schools
Alexandria, Kentucky 41001

Phone: (606) 635-2176

**Administrative
District:** Campbell County Public Schools
Alexandria, Kentucky 41001

Superintendent: Charles E. McCormick
Campbell County Public Schools
Alexandria, Kentucky 41001

**School Districts
Served:** 21

The Northern Kentucky Laboratory for Diagnostic Instruction was established to assist in the further development and implementation of individualized diagnostic instruction in the schools of Region IV - A. The project seeks to change the traditional processes of mass instruction to the actual widespread implementation of diagnostic instruction. Classroom "management systems" will be developed to provide feasible guides for teachers to use in providing individualized instruction for whole classrooms of learners. The "management systems" will enable the teachers to keep track of the various needs, performance objectives, learning styles, progress and attainment of each pupil.

The Laboratory consists of three major components:

The Administration Component, headed by the Project Director, has responsibility for administering and supervising the other components and for insuring that the purposes and outcomes of the project are sought and attained. This component and thus the entire project is directed by a Board of Directors composed of the superintendents of the 20 public school districts and a representative of the non-public schools in Region IV-A.

An Evaluator serves both the Administration and Laboratory School Components. The

REGION IV - A

Evaluator has general responsibility for developing and administering instrumentation and procedures for gathering information on the progress of the project and compiling evaluation reports.

The Laboratory School Component, headed by a Coordinator, has the responsibility to produce and validate materials and techniques that will make diagnostic instruction more attractive and manageable for the teachers in the region. If teachers are to be expected to individualize both their curriculum and their instruction, appropriate tools for accomplishing this have to be made available. Thus, the emphasis of this component is toward production of such tools.

Three schools - one elementary, one middle or junior high, and one high school - serve as Laboratory Schools in the project as sites for developing, testing, and validating materials and techniques appropriate for diagnostic instruction. Attached to each of the Laboratory Schools are three comparable Satellite Schools. These Satellite Schools have a representation of faculty members engaged with their Laboratory School counterparts in accomplishing the production tasks previously outlined. The Satellite Schools have a particular function to perform in using and validating materials and techniques.

The project staff in this component has three functions:

1. Providing leadership for each Laboratory School's principal, teachers, and supervisors in developing and validating the diagnostic materials and techniques appropriate to the cognitive content area designated for that school.
2. Arranging for and conducting principal/supervisor leadership clinics on a monthly basis to plan for school activities to accomplish project objectives.
3. Coordinating the output of this component with the Dissemination Component to help assure region-wide dissemination of the materials and techniques produced and validated by the Laboratory and Satellite Schools.

REGION IV - A

The Dissemination Component's primary emphasis is on the dissemination and use of the materials and techniques produced by the Laboratory School Component. Two project staff members -- a Coordinator and a Media Specialist -- provide leadership for the Peripheral Schools of the region. These staff members have responsibility for:

1. Assembling, duplicating, and distributing the materials produced by the Laboratory School Component.
2. Providing leadership for principal/supervisor clinics to plan for appropriate dissemination of diagnostic instructional materials and techniques.
3. Publishing a monthly newsletter for regional distribution.
4. Assisting principals and supervisors in school faculty meetings devoted to the use of diagnostic instructional materials and techniques.
5. Conducting regional dissemination clinics for teachers.

REGION IV - B

Title of Project: Center for Open/Non-Graded,
Career and Environmental
Programs

Project Director: Dr. Sam Sears
400 Lafayette Parkway
Lexington, Kentucky 40503

Phone: (606) 269-3529

**Administrative
District:** Clark County
Board of Education
1600 W. Lexington
Winchester, Kentucky 40391

Superintendent: Dr. Ernest R. White Jr.
1600 W. Lexington
Winchester, Kentucky 40391

**School Districts
Served:** 34 public and the nonpublic
schools of Region IV - B

The region IV-B Service Center provides program development services to its schools in three program areas: open/non-graded education, career education, and environmental education. The following services are provided: (1) consultative, (2) administrator-teacher-counselor workshops, (3) released teacher time, (4) in-service materials, (5) materials development, and (6) resource materials in each area.

Consultants are employed in each of the three areas. Their duties are to work directly with local school staffs in developing programs and materials and promoting cooperative working relationships among schools developing similar facets of a particular program.

The Open/Non-graded Component assists schools in moving toward implementing open education and non-graded concepts. This process involves staff training in three areas: (1) traditional non-graded concepts and techniques for schools presently not involved in non-gradedness but are interested in developing a more flexible, informal classroom atmosphere,

REGION IV - B

(2) staff training in utilization of open space buildings as related to non-gradedness and open education, and (3) staff training in open education concepts and techniques for schools now involved in non-graded programs. Nineteen public school districts and seven nonpublic schools are participating.

The Career Education Component provides assistance for schools interested in developing and implementing a career education program based on the U.S. Office of Education school based model; awareness (grades K-6), exploration (grades 7-9), and preparation (grades 10-12). The basic approach to working these concepts into the curriculum is consistent with the USOE model-integration or infusion utilizing the occupational cluster system. Guidance and counseling are stressed throughout the process. Twenty-seven public school districts and four nonpublic schools are participating.

A Regional Environmental Education Center is being developed on land owned by the Fayette County school system. When completed, this area will serve as a laboratory for all of Region IV-B's schools. Assistance is also provided local schools in developing small school outdoor laboratories and in writing environmental education materials for classroom use. Fourteen public school districts and three nonpublic schools are participating.

REGION V

Title of Project: Project for Environmental and Early Childhood Education

Project Director: Sam P. Jones

Coordinator -

Disseminator: Bryan R. Muffett
ESEA Title III
P.O. Box 394
College Street
Somerset, Kentucky 42501

Phone: (606) 678-5561
678-4191

Administrative District: Somerset Independent Schools
College Street
Somerset, Kentucky 42501

Superintendent: O'Leary M. Meece
Somerset Independent Schools

School Districts Served: 16

Region V's Project for Environmental and Early Childhood Education, which started July 1, 1972, utilized exemplary in-service training procedures to develop curriculum guides for implementation, beginning July 1, 1973. These guides then were revised and printed for implementation, commencing with the school year 1974-75.

The project's governing board consists of 16 superintendents. It has a 16-member Advisory Council and a lay-citizen committee of 17 members.

Eleven county and five independent school districts are served. The county districts are Adair, Casey, Clinton, Green, Lincoln, McCreary, Pulaski, Rockcastle, Russell, Taylor and Wayne. The independent districts are Monticello, Somerset, Science Hill, Campbellsville and Bardstown.

Environmental Education Component

**Willard Cooper
Coordinator**

REGION V

Pilot Centers: Highland Elementary School
Grades 1 - 8
Waynesburg, Kentucky 40489

John Adair Elementary School
Grades 5 - 8
Columbia, Kentucky 42728

Rockcastle Co. High School
Grades 9 - 12
Mt. Vernon, Kentucky 40456

Each pilot center serves four Satellite Schools within the region. Satellite teams visited and studied implementation of pilot programs. The satellite teams' implementation of the environmental program began this school year.

The Environmental Education Curriculum guides of the three pilot centers were consolidated into a K-12 guide. It is available to other school districts upon request. School districts desiring to visit pilot centers may request such visits from the Environmental Coordinator.

Early Childhood Education Component Joanne Higgins
Coordinator

Pilot Centers: Campbellsville Independent
School
Campbellsville, Kentucky 42718

Pulaski County School System
Somerset, Kentucky 42501

Kindergartens in the two pilot centers are continuing to follow a program based on the Developmental Curriculum for Kindergarten Guide that was developed, tested and revised by Region V teachers. This guide contains developmental sequential tasks for mathematics, language arts and perceptual motor development. Also included are art activities and science units, lists of materials and supplies and distributors, schedules, and diagnostic procedures for evaluation. The curriculum guide was distributed to educators in Region V and is available to other interested educators upon request.

Attached to each pilot center are satellite

REGION V

schools. These schools send kindergarten teachers and their aides to participate in Title III kindergarten visitation and workshops. These activities are designed to give further understanding of kindergarten.

The two pilot centers are open for visitation. Requests for visits may be made through the Title III office at Somerset.

A follow-up testing program is planned whereby the test scores of children who participated in the 1973-74 pilot kindergartens will be compared with test scores of other first grade students who have not had kindergarten experiences.

A parent group is connected with each pilot center so that parents and other interested individuals will become acquainted with objectives of kindergarten and gain information for home-centered learning activities.

REGION VI

Title of Project: Curriculum and Staff
Development and Supple-
mentary Educational Services

Project Director: Fowler E. Jeffries
ESEA Title III Project
RR 4, Box 1
Manchester, Kentucky 40962

Phone: (606) 598-2133

**Administrative
District:** Clay County Board of
Education
Manchester, Kentucky 40962

Superintendent: Willie Sizemore
Clay County Board of
Education
Manchester, Kentucky 40962

**School Districts
Served:** 27 public and the nonpublic
schools in Region VI

In order to promote the implementation of innovative curriculum programs and to increase teaching proficiency in Region VI, the Title III project is engaged in three distinct program activities:

(1) The Individually Guided Education process is being offered to all schools in the region. The IGE process, based on research and development by the Institute for Development of Educational Activities, Inc., is a systematized approach used in preparing educators to incorporate individualized instruction, team teaching, and continuous progress into the educational process.

(2) There are five school systems working together in developing high school curriculum that is relevant and meaningful to students with a wide range of ability and interest levels. Learning experience modules are being developed. After field testing and revision, they then are to be made available to any other interested high school.

REGION VI

(3) There are four schools using new programs to determine the feasibility for use by other schools in Region VI:

Wolfe County is using the science program, "Ideas and Investigations in Science," which is designed for learning by investigation rather than by using the traditional text and teacher lecture. The IIS program has been successful with the poor learner in big city schools. Now Wolfe County is attempting to determine the feasibility of using it with Appalachian youth.

Lee County is using a daily newspaper in lieu of texts in seventh and eighth grade English and Social Studies classes. By using the newspaper it is anticipated that pupils will develop increased knowledge and use of the communicative skills and a wider understanding of the people, places, and events that make up the world around them.

Owsley County has organized and implemented a new concept in education for children with special learning problems: The Resource Room Plan. Children with learning disabilities are enrolled in regular classes, but go to the resource room for special instruction in specific areas of individual need. An important goal of the Resource Room is to make the children and the regular classroom teacher independent of special help as soon as possible.

Clay County is in the second year of operating a developmental reading demonstration school at Burning Springs, using highly structured curriculum materials and motivation techniques. The first year of operation exceeded expectations with 80 percent of the children achieving at or above grade level.

REGION VII

Title of Project: Application of Computer Concepts for Elementary & Secondary Schools (ACCESS)

Project Director: Edwin R. Jones
P.O. Box 1269
925 Winchester Avenue
Ashland, Kentucky 41101

Phones: Main Office: 606/324-5161
Computer Center: 606/325-4649

Administrative District: Paintsville Board of Education
Paintsville, Kentucky 41240

Superintendent: Oran C. Teater
Paintsville Board of Education

School Districts Served: 32 (In Region VII)

Region VII encompasses an area of 6,242 square miles of rural, mountainous territory in Appalachian Eastern Kentucky. The general educational needs of this region have been determined through a continuing process of data collection, surveys and committee studies by regional educators and lay-citizens. The needs-determination process was initiated through the design and administration of an inclusive needs assessment instrument. More than 2,500 persons, including 540 parents and lay-citizens, 608 students, 141 school administrators, 1,200 teachers and 26 post-secondary educators were involved in the study. Additionally, Kentucky state needs assessment data also were studied to determine priority needs of the region.

Results of the studies listed the educational needs as (1) individualized instructional services and programs, (2) better school-public relations and understanding, (3) more career and occupational information and services for the student, (4) more special services to schools relating primarily to the necessity for more comprehensive information as well as student diagnostic services.

In an effort to react to the needs of each individual school district and its specific

REGION VII

community. Region VII is employing the advanced technology of the computer to create a system of total student accounting and management for better school administration. This foundation data base is being built to provide the essential material for the implementation of more sophisticated and comprehensive computer-based programs of student profiles and decision-making information. The UNIVAC Spectra 70/45 computer, located in space leased from Holy Family School in Ashland, provides various programs to the majority of districts in Region VII.

To serve the diverse needs of education, Project ACCESS is divided into three extensive facets:

Student-Oriented Records for Education (STORE) provides educators with student profiles generated as a result of compiling information from several student-oriented computer applications. These consist of (1) computerized grade reporting, (2) traditional and phase-elective student scheduling, (3) computerized teacher's register for attendance accounting, and (4) computerized career and college information system (CIS).

Leadership Study and Development furnishes administrators an orientation-reference base for the planning and development of additional innovative and model programs in coordination with the three ROPES Educational Development Districts in Region VII.

Various administrative reports derived from the computer services are provided to administrators with which to make management decisions.

Computerized Planning and Budgeting System (CPBS) generates planning, budgeting and inventory data to aid administrators in determining district compliance with federal, state and local legislation. Projected applications for this facet are (1) payroll accounting, (2) local tax accounting, (3) accounts payable, (4) accounts receivable, (5) purchasing, (6) program cost analysis, (7) materials inventory, (8) transportation accounting and bus routing, and (9) custodial services and facilities maintenance.

The future implementation of this total computer-based system would bring many

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advantages and capabilities to education. It would enable libraries to be placed in a computer memory bank for random accessibility and perpetual up-dating. The addition of real-time terminals and community communications linkages could allow pupils to access the task units from their homes. This, eventually, would allow for the majority of self study to be done in the home and would bind the home to the educational community. All forms of records, e.g., student performance and citizen services, could be housed in computer data banks for analysis and data retrieval. The computer could make available to the student information about himself-including permanent records, recent achievements and interests, selected career information and study areas, and choice of learning facilitators with whom he can work out his problems. A real-time computerized pupil monitoring program will enact educational administrators and instructors to follow anywhere, anytime, the activities and progress of each student in the program. A "hybrid" computer-audio/visual system can be used to retrieve "live" data (audio/visual recordings) of pupil interactions during learning, recreation, or when citizens transact with any of the services offered by the education system.

JEFFERSON YEAR-ROUND PROGRAM

Title of Project: "Elective Quarter Plan"
Year-Round School

Project Director: Bobby Green
Jefferson Co. Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

Phone: (502) 456-3153

Administrative District: Jefferson Co. Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

Superintendent: Richard VanHoose
3332 Newburg Road
Louisville, Kentucky 40218

In 1968, a study was launched in Jefferson County to determine how the educational program could be improved and at the same time hold expenses at the same level or even decrease them.

To improve curriculum and in response to the complaint that idling school facilities for three months is wasteful, it was considered desirable to restructure the conventional school calendar. It was felt the waste of human resources during summer months was of greater concern than idle buildings. Upon recommendation of the Superintendent, the Jefferson County Board of Education unanimously adopted the Elective Quarter Plan as the calendar for use in the Jefferson County Schools with these objectives:

(1) To offer greater educational opportunities for boys and girls and to reduce school failures through flexible scheduling, improved curriculum, more comprehensive program of study, freedom of course selection, and a choice of vacation quarter; (2) to provide enrichment and widen the scope of subjects available to pupils; (3) to provide pupils a better chance of staying on schedule, if make-up work is needed, through availability of a fourth quarter each year; (4) to open the door to year-round employment for teachers; (5) to utilize present facilities more fully, and (6) to reduce future building needs.

More than 1,000 curriculum guides have been

written and published. These guides divide courses into 12-week segments so that students may exercise their option of attending school the three quarters of their choice. During the summer quarter of 1974, about 3,000 students chose to attend school, eight schools were used, 155 certified personnel were employed, and 55 buses were used. Retentions were reduced considerably.

Funds to aid in implementing this program were provided under Section 306 of Title III as one of the projects funded directly by the U.S. Commissioner of Education.

Title of Project: SHARE -
Success for the Handicapped -
Aides in a Rewarding Education

Project Director: Mrs. Judy Minnehan
P.O. Box 97
Shepherdsville, Ky. 40165

Phone: (502) 543-2271

Administrative District: Bullitt County Board of
Education
P.O. Box 97
Shepherdsville, Ky. 40165

Superintendent: Frank R. Hatfield
Bullitt County Public Schools
Shepherdsville, Ky. 40165

School District Served: Bullitt County

The purpose of Project SHARE is twofold: Phase I - to provide volunteer aides in special education classrooms to meet the needs of the special child by permitting more individualization, and Phase II - to involve parent volunteers in a training program to serve as catalysts between the community and the schools.

Through both parent participation in the training program and as volunteer aides in school activities, Project SHARE transmits to parents of special children a greater understanding of the school program and how they can provide home environments conducive to learning.

The goals of Project SHARE relate to a change in behavior that interweave both the cognitive and affective domains. Volunteer aides in the classrooms relate specifically to cognitive achievement of special students in the academic areas as well as psychomotor achievement in the area of self-help skills.

In addition, the aim is to strengthen the affective area via the parent volunteers for a rewarding education. The major stress of the affective domain centers around the parent training program. A prime objective is to achieve parent-attitudinal changes toward the special child - an awareness and understanding of his needs, his

activities, and his acceptance. If the home accepts and understands the special child, it was stated, the child, too, can accept himself.

The staffing pattern includes a Parent Advisory Committee, a full-time Parent Involvement Director, and part-time School Volunteers Coordinators.

The Parent Involvement Director works cooperatively with the School Volunteer Coordinators to recruit volunteers, to plan orientation, in-service and parent training sessions, to schedule and recognize volunteer services, and to aid in the evaluation of all phases of the project.

The project's funds also provided for (1) a 36-passenger school bus equipped with special lift and seating arrangement, making it possible to transport physically handicapped children, and (2) a Special Education Media Center centrally housed at the Board of Education containing material especially designed to work with handicapped children.

This is a special project funded directly by the U.S. Commissioner of Education under Section 306 of Title III.

Title of Project: A Mobile Education Program
for Physically Handicapped
(Homebound) Pupils and
Model Resource Room for
Mentally Handicapped Pupils

Project Director: Martha D. Turner
P.O. Box 155
Booneville, Kentucky 41314

Phone: (606) 593-5171

**Administrative
District:** Owsley Co. Board of
Education
Booneville, Kentucky 41314

Superintendent: Fred W. Gabbard
Owsley Co. Board of
Education
P.O. Box 128
Booneville, Kentucky 41314

**School District
Served:** One

Special education in Owsley County is undergoing dramatic changes in programs for handicapped children. This educational district has a dynamic new delivery system in special education, capable of providing comprehensive services to all handicapped children in the county.

Inservice training activities on a local group basis have enabled the Owsley County education staff to develop positive attitudes toward the education of the handicapped in the regular classrooms; to develop skills necessary to teach the handicapped; to develop new support roles for special education teachers functioning in other than self-contained classroom situations; and to utilize all educational supportive personnel such as the school counselor, nurse, librarian, speech correctionist, career education personnel, instructional aides and others to provide "individualized, personalized educational experiences" for all handicapped pupils.

For the physically, or otherwise handicapped, homebound pupils, a Mobile Classroom Facility has replaced the traditional home instruction program. An abundance of carefully selected

audio-visual equipment and materials, programmed instructional materials, library resources and materials for creative ventures are in the classroom on wheels. The air-conditioned, fully-carpeted mobile unit has its own power plant and is readily accessible to all handicapped pupils in the district. A ramp makes possible the entrances and exits of pupils in wheelchairs and/or with braces. Cluster or small group learning situations enable the program to serve more than one pupil at specific planned times and thus is making a major thrust toward breaking social barriers for handicapped pupils.

A Learning Center or Model Resource Room is in operation at the Owsley County Elementary School and is designed to provide specific services to pupils in K-12 grades in this district. The learning center provides services for the educable mentally retarded, the emotionally disturbed and the learning disabled including the visually and auditory impaired pupils. The Resource Room provides a setting which allows the free flow of pupils between the regular classroom and the specialized resource facility.

Owsley County is demonstrating that exceptional children able to attend regular school can best be served through participating in Resource Room experiences while being members of regular classrooms appropriate to their age-grade levels, simultaneously. Through adequate diagnosis, comprehensive services, prescriptive teaching, improved teaching-learning materials, appropriate support for classroom teachers, adequate staff planning, and parental guidance and counseling, the problems of many children are being alleviated or minimized to the extent that pupils can lead full and useful lives.

A Pupil Personnel-Policy Advisory Committee and a Project Director are providing direction and assistance in every facet of the Owsley County program for the handicapped.

Funds to aid in implementing, strengthening, evaluating, and disseminating this program are being provided under Section 306, Title III, as one of the projects funded directly by the U.S. Commissioner of Education.

Title of Project: Kentucky Statewide
Facilitator Project

Project Director: Larry Allen
Room 1609
Capital Plaza Tower
Frankfort, Kentucky 40601

Phone: (502) 564-4368

**Administrative
District:** Bowling Green Board of
Education
224 E. 12th Street
Bowling Green, Kentucky
42101

Superintendent: Dr. James Graham
224 E. 12th Street
Bowling Green, Kentucky
42101

**School Districts
Served:** All public and nonpublic
in Kentucky

The Kentucky Statewide Facilitator Project provides a means of disseminating and diffusing program information on selected projects chosen by the U.S. Office of Education. By utilization of the eight Title III, ESEA, regional offices, the Facilitator Project matches known needs of school districts with possible alternative programs across the nation.

With funds allocated by USOE, under Section 306, Title III, the Facilitator Project makes available both resources and personnel from the thirty-one identified projects. The identified programs are called Developer/Demonstrator Projects and are located nationwide. The school districts within Kentucky whose immediate needs may be met by the implementation of a particular Developer/Demonstrator Project, find at their disposal allotted funds for both visitation and implementation.

Interested school districts, upon completion of a needs assessment, list five program priorities at the district level. To substantiate these priorities, the district is requested to cite supporting evidence that these needs do, in actuality, exist. From this list of needs and evidence of needs, the State Facilitator and the Regional Title III Director

affected, jointly choose from the group of currently available projects, the program which best meets the needs of the district.

In the event the school district concurs that the Developer/Demonstrator Project chosen would meet its particular situation, the district then is requested to produce a written plan for utilization of information obtained from that program. After the visit to the program site is completed, training sessions for program adopters are arranged as needed.

A post-visit evaluation of the facilitator process is required of all participants. This is to provide specific information in relation to the achievement of the objectives which the participants have set for themselves. For those school districts wishing to implement the program viewed, limited funds are available from the Statewide Facilitator Project.

The Facilitator Project is operating in close cooperation with the Kentucky Title III in-state visitation program.

This project is designed to disseminate Title III information and activities and is another service of the ESEA Title III program in Kentucky.